



Careers (CEIAG)

The Woodlands

Approved by: L Candler S Green

Date: Sept 24

Last reviewed on:

Sept 24

Next review due by:

Sept 25

Contents

1. Aims.....	2
2. Statutory requirements.....	2
3. Roles and responsibilities.....	3
4. Our Careers Program.....	5
5. Key stage 3 and 4.....	6
9. Monitoring arrangements.....	9
10. Links with other policies.....	9

1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- > The Education Act 1997
- > The Education and Skills Act 2008
- > The School Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- > Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on the school website.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Adele Fletcher, and they can be contacted by contacting the school or by emailing a.burns102@woodlandsdurham.net. Our careers leader is a member of the senior leadership team (SLT) and will:

- > Take responsibility for developing, running and reporting on the school's career programme
- > Plan and manage careers activities
- > Manage the budget for the careers programme
- > Support teachers to build careers education and guidance into subjects across the curriculum
- > Establish and develop links with employers, education and training providers, and careers organisations
- > Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- > Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- > Review our school's provider access policy statement at least annually, in agreement with our Management Committee

3.2 Senior leadership team (SLT)

Our SLT will:

- > Support the careers programme
- > Support the careers leader in developing their strategic careers plan
- > Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- > Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- > Network with employers, education and training providers, and other careers organisations

3.3 The Management Committee

The Management Committee will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the Management Committee who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

4. Our Careers Program

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

- PSHE lessons
- Tutor led sessions
- Mentor 1:1 sessions
- Displays
- Attendance at local events
- Guest speakers
- Durham Works Advisors

5. Key stage 3 and 4

	Topic - Living in the Wider World	In this unit pupils will acquire the following knowledge:
Year 7	<p>Developing skills and aspirations</p> <p>Careers, teamwork and enterprise skills, and raising aspirations</p>	<ul style="list-style-type: none"> ➤ how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity ➤ about a broad range of careers and the abilities and qualities required for different careers ➤ about equality of opportunity ➤ how to challenge stereotypes, broaden their horizons and how to identify future career aspirations ➤ about the link between values and career choices
Year 8	<p>Community and careers</p> <p>Equality or opportunity in careers and life choices, and different types and patterns of work</p>	<ul style="list-style-type: none"> ➤ about equality of opportunity in life and work ➤ how to challenge stereotypes and discrimination in relation to work and pay ➤ about employment, self-employment and voluntary work ➤ how to set aspirational goals for future careers and challenge expectations that limit choices
Year 9	<p>Setting goals</p> <p>Learning strengths, career options and goal setting</p>	<ul style="list-style-type: none"> ➤ about transferable skills, abilities and interests ➤ how to demonstrate strengths

	<p>Employability skills</p> <p>Employability and online presence</p>	<ul style="list-style-type: none"> ➤ about different types of employment and career pathways ➤ how to manage feelings relating to future employment ➤ how to work towards aspirations and set meaningful, realistic goals for the future ➤ about GCSE and post-16 options ➤ skills for decision making ➤ about young people’s employment rights and responsibilities ➤ skills for enterprise and employability ➤ how to give and act upon constructive feedback ➤ how to manage their ‘personal brand’ online ➤ habits and strategies to support progress ➤ how to identify and access support for concerns relating to life online
<p>Year 10</p>	<p>Work Experience</p> <p>Preparation and evaluation of work experience and readiness for work</p>	<ul style="list-style-type: none"> ➤ how to evaluate strengths and interests in relation to career development ➤ about opportunities in learning and work ➤ strategies for overcoming challenges or adversity ➤ about responsibilities in the workplace ➤ how to manage practical problems and health and safety

		<ul style="list-style-type: none"> ➤ how to maintain a positive personal presence online ➤ how to evaluate and build on the learning from work experience
Year 11	<p>Next Steps</p> <p>Application processes and skills for the further education, employment and careers progression</p>	<ul style="list-style-type: none"> ➤ how to use feedback constructively when planning for the future ➤ how to set and achieve SMART targets ➤ effective revision techniques and strategies ➤ about options post-16 and career pathways ➤ about application processes, including writing CVs, personal statements and interview technique ➤ how to maximize employability, including managing online presence and taking opportunities to broaden experience ➤ about rights, responsibilities and challenges in relation to working part time whilst studying ➤ how to manage work/life balance

Careers is delivered through PSHE using the PSHE association and Jigsaw scheme of work

4.1 Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting the careers leader.

9. Monitoring arrangements

The Executive Headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the management committee at least every 4 years.

This document will be approved by the management committee

10. Links with other policies

This document links to the following policies:

- Provider access policy
- Child protection policy
- Curriculum policy
- PSHE policy